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The Educational Screen

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Book Reviews

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procedure. It is further designed to give some indication as to the probable future trends in the pedagogical use of motion pictures and other visual aids.

The report is divided into ten divisions, each of the first nine a reply to the following questions:—

1. What is visual instruction?
2. Has educational research demonstrated the value of visual instruction?
3. Has the acid test of the classroom experience shown that visual methods are valuable as aids in instruction.
4. Has the experience of museums, libraries, newspapers, publishers, advertisers, etc., shown that visual presentation makes a valuable contribution to a more complete understanding and appreciation of the world in which we live?
5. What has the experience of commercial enterprise shown us about the development and manufacture of visual materials?
6. What is the actual and potential market for the major types of materials used in visual instruction?
7. Is the market for these materials being adequately supplied?
8. What appraisal is possible of the methods and product of the several major sources of pedagogical motion pictures?
9. What are the fundamental principles upon which must be based the future development of visual education if effective results are to be obtained?

Section X is a brief review of visual instruction development among foreign countries.

The report is 125 pages in length, printed attractively, and including many interesting halftones of visual aids at work. It should be of interest to all visual instruction directors and instructors in charge of visual instruction courses, as well as to those who are interested in the production and distribution of visual instruction materials and equipment. E. C. D.

STORM by Peter Neagoe. New Review Publications, London. Price 90 cents.

What is the cinematographic style in fiction? Is it the short alternation of quick scenes? Or something deeper than imitation of one phase of technique?

Roots of cinema: magnification and isolation. Words and actions hung and framed on the screen almost as illustrated mottoes on the wall ("God Bless Our Home"). *Montage* was a full stop like any other work of genius: what was novel and stimulating has been standardized to trick. Magnification and isolation remain true magic.

Some of the stories in *Storm* have this direct and luminous method of presentation—i.e., are cinematographic fiction. The title story is best. "The willow-scented air rushed into John's lungs. He clenched his fists and struck them together. He could have moved a wall with his shoulder. Could fell a bull with his fist. He swung out and struck a mighty blow full in the night's face. He whirled about striking the fierce blow. Then he walked on, crushing the road under foot. Then he ran and jumped."

This does in fiction what Dovenkof did in scenes of *Earth*. OSWELL BLAKESTON.

Teachers' Programs

Sound motion picture programs are put on by members of the University of Wisconsin Bureau of Visual Instruction staff which should be of interest to City Teachers Associations, Parent-Teacher Associations, Teacher Study Groups, Training Schools, Teachers Colleges, and sections of the Wisconsin Teachers Association. These programs include projector and sound equipment, screen, operator, and films. The subjects available are: *The Teaching of Reading, Dynamic Learning, The Elementary Teacher as a Guide, Creative Approach to Education,* and *Guidance in Public Schools.*